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ABSTRACT

Two reports for specific subject matter areas--social work and psychology--from National Instructional Television (NIT) comprise this report. The first, dealing with social work, discusses NIT's interest in television materials for social work education at the undergraduate, graduate, and professional education levels, and presents opinions about existing materials and the potential of television in this area. The second report contains the results of a special conference conducted to assess television materials available in psychology and to begin exploration of ways to make the most effective materials widely available. It describes NIT's interest, the kinds of materials assessed, and responses to the status and possible role of television in psychology instruction from the secondary school level through college. A summary list of current television materials (as of 1967) in psychology is also included. (SH)

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TELEVISION IN HIGHER EDUCATION

Social Work Education:

This report (written in 1966) discusses NIT's interest in television materials for social work education at the undergraduate, graduate, and professional education levels, and presents opinions about existing materials and the potential of television in this area.

Psychology:

This report (written in 1967) contains the results of a special conference conducted to assess television materials available in psychology and to begin exploration of ways to make the most effective materials widely available. It describes NIT's interest, the kinds of materials assessed, and responses to the status and possible role of television in psychology instruction.

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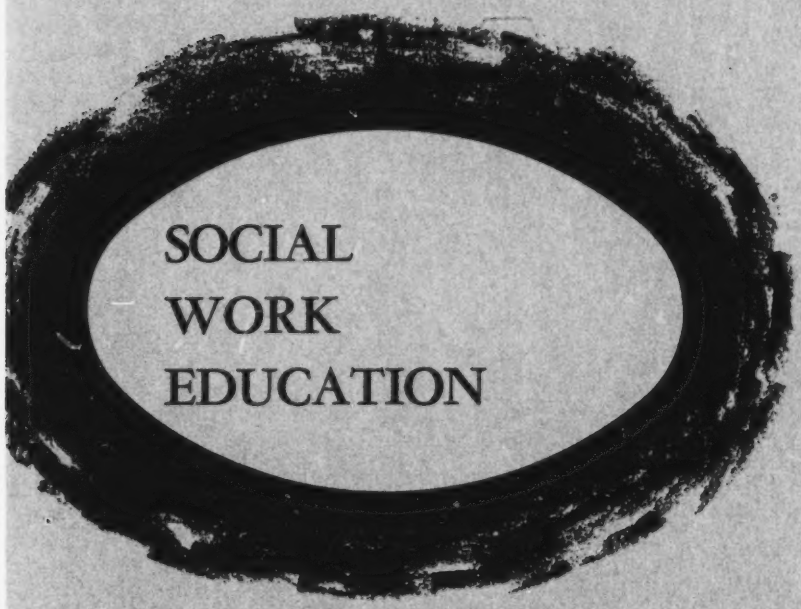

NSCT

NEWS Supplement Number 3

Television in higher education:

SOCIAL WORK EDUCATION

A special report from

The National Center for School and
College Television
Box A
Bloomington, Indiana 47401

NEWS Supplement Number 3

"To be examined was not merely a single course, taught by television, but an entire professional curriculum, and, beyond that, the rapidly expanding needs of undergraduate social welfare courses and pre and subprofessional training."

". . . the responses of the deans of 65 schools of social work encourage the notion that the discipline is not hostile to the idea of shared instructional television resources."

"The conference identified three major areas of need:

. . . The need for a continuing search for, evaluation of, and distribution of valuable televised materials that already exist.

. . . The need to establish consultative services, available to schools of social work and to other institutions concerned with social welfare.

. . . The need to realize the benefits that television materials offer for a concerted attack upon one or more pressing problems in social work education."

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THIS REPORT concerns the National Center for School and College Television's conference on television in social work education. The conference was conducted to assess television materials now being used in schools of social work and in the areas of the health and social sciences. The report is divided into four sections:

- PART I is a discussion of the National Center's interest in television materials for social work education at the undergraduate, graduate, and professional education levels.

- PART II is a report on the kinds of materials assessed at the conference and on reaction from the social work community regarding willingness to make use of recordings produced by others.

- PART III is an overview of the discussion among the seven social work authorities who participated in the conference.

- PART IV is an appendix containing two articles reprinted from the Social Work Education Reporter.

PART I

The Need

The National Center for School and College Television has long recognized the need to stimulate and facilitate a continuing flow of television materials of the highest quality for use in undergraduate, graduate, and professional education.

The spectrum of challenges and opportunities is broad, and the means to meet them is likely to be equally varied. In some subject matter areas, the National Center expects to find itself, with the aid of national professional organizations, identifying and acquiring the best available course material in the country. In different circumstances, the National Center will play a catalytic role in bringing together all parties at interest to stimulate the creation of new television recordings of national utility. In other cases, the National Center will find itself a partner in efforts to stimulate the creation of materials which do not now exist.

As is true in other areas of higher education, there continues to be an accelerated growth in the use of televised materials in social work education, less for direct teaching, than for television's unique ability to capture the reality of social situations. At a growing number of schools of social work, television brings the interview with the alcoholic, the family counseling session, and the play of youngsters at a child guidance center to the classroom for analysis and discussion.

While there is increasing development of such materials for local use, national needs are growing at an exponential rate.

The expansion of public and private programs in social welfare is placing unprecedented demands upon the social work profession. By 1970, for example, the professional staff requirements in public

assistance and child welfare—just one phase of health and welfare—will reach an estimated 44,500: more social workers than all the present schools of social work can graduate at their present capacity in a decade.

Pivotal to the need for increasing the utility of existing television materials in social work education is the lack of coordinated information and the difficulties in securing recordings directly from their producers. It was because of NCSCT's experience in resolving such questions that the Council on Social Work Education turned to it for assistance.

To be examined was not merely a single course, taught by television, but an entire professional curriculum, and, beyond that, the rapidly expanding needs of undergraduate social welfare courses and pre and subprofessional training. As it was apparent that the effects of such cooperation would be felt beyond the walls of America's graduate schools of social work, it was likewise apparent that the search for materials should range across the broad spectrum of the health and social sciences.

Thus, the National Center and the Council on Social Work Education conducted an assessment of recorded television materials from schools of social work and from other sources. The three-fold purpose of the assessment was to gain insight into the current status of television in social work education, to evaluate the potential contributions which televised materials might make in learning for social welfare, and, of greatest importance, to help set out guidelines for the development of future plans.

As the National Center serves all institutions concerned with the use of television in education, the Council is the sole organization in the United States which serves every social agency, voluntary as well as governmental. The Council's constituent members include all the accredited schools of social work in the United States and Canada, colleges and universities providing programs with social welfare content, national agencies employing social workers, and the National Association of Social Workers.

The first results of this assessment conference are reported in detail in this special supplement. Agreement upon the utility of televised materials for social work education was unanimous. The ideas generated in the discussions that followed the viewing sessions are expected to provide the bases for further planning and for long-range results which will demonstrate the ways in which television resources may be marshalled in a frontal attack on the broad and pressing problems facing social work education.

PART II

Television in Social Work Education

To uncover, as fully as possible, all of the televised materials in use in the schools of social work in North America, a questionnaire was submitted to the dean of each accredited school of social work. One of the primary uses of the questionnaire in preconference planning was to reveal previously unknown television projects. It was apparent that to limit the screenings only to the best known and most widely publicized materials would be to miss an important opportunity to expand the horizons of even the most knowledgeable persons in the

field, and to explore more fully the potentials which television might offer in social work education.

All of the schools of social work which have been among the foremost users of television were represented in some depth. Among the related areas from which recordings were drawn were medical and paramedical institutions, schools of education, community health and welfare organizations, state w lfare agencies, and noncommercial television production centers, stations, and networks. The search for such materials could not be exhaustive, nor the selection definitive. Recordings from without the field of social work were included primarily to probe the concept that there exists a body of television materials which would find both interest and utility in social work education if it were known to social work experts and were readily available for social work education purposes.

In all, 80 tapes and kinescopes (30 from schools of social work and 50 from other sources) were made available for the participants' consideration; the selection of materials to be assessed was left to the combined judgement of the social work professionals.

The purpose of the screening was not to make evaluations of particular programs or series, but to judge the general level of effectiveness and utility of current materials as a basis for determining future directions.

The deans of 65 accredited schools of social work in the United States and Canada responded to the preconference survey conducted by the Council on Social Work Education. All institutions were asked for information about the availability of television facilities on their campuses, their past and present use of television materials in social work education, and, perhaps most important in assaying the potentials for the interinstitutional exchange of televised materials, specific details regarding whether or not they would be interested in taking part in such an exchange.

The potential utility of videotape recorded materials is directly proportional to the number of institutions which have, or expect to have, the machinery necessary to employ them. Seventy-one percent of the schools of social work which responded to the survey indicated that instructional television is available on their campuses, or is planned within the next two years. The extent to which videotape recording and playback has become an integral part of instructional television in higher education is attested to by the fact that 87 percent of those schools which have television facilities also have videotape recording capability.

The use of videotape recorded materials in social work education is still relatively limited (17 percent of the institutions replying indicated they have used materials produced by themselves or others), but appears to be growing (25 percent indicated that they plan to use videotape materials during the 1967-68 academic year). Perhaps more significantly, those replying that they plan to utilize taped materials represent 40 percent of the schools of social work which currently have the equipment necessary to do so.

The wide availability of the technical resources to use recorded television materials and increasing interest in the use of television in social work education are only two prerequisites to the interinstitutional exchange of televised materials. Of equal or greater importance is the climate of opinion in which such interchange is welcome. To assess possible lines of future action is always difficult, and especially so when such questions must be posed in the abstract, without a specific "product" or "sample" which can be demonstrated. There is apparent danger in predicting success for a new product or idea, even after "test marketing."

Nonetheless, the responses of the deans of 65 schools of social work encourage the notion that the discipline is not hostile to the idea of shared instructional television resources.

Half of those responding (33) indicate they would be willing to make available television materials produced at their schools. Only nine (a little less than 14 percent) think they would be unwilling or unable to share materials which they might produce. The remaining respondents, 64 percent of the total, found themselves unable to answer the question in the absence of specific details of such exchange. None of those institutions which *have produced* tapes indicated firm objection to making them available to others.

The obverse to the question of making tapes available is the willingness of institutions to make use of recordings produced by others. Strong positive response to the idea is indicated by the fact that 55 of the 65 schools replying answered that they would be interested in using materials from other schools. Five negative responses came from schools which do not have television facilities and could not use such materials if they were available. Five institutions, four of which have no television facilities, failed to answer the question.

In order to establish some guidelines concerning what kinds of materials would find widest use in the nation's schools of social work, each dean was asked to indicate if his school is "very interested," "somewhat interested," or might "perhaps" be interested in various types of television materials to serve curricular areas. Failure to re-

spond in any category was interpreted as lack of interest in that area. The curricular areas suggested, and the degree of interest expressed, are tabulated below. All of the figures are based upon an "N" of 65, all respondents to the survey, including those ten institutions which expressed no interest in the exchange of materials. Retabulation of the figures in terms of the 55 "willing" institutions would result in positive shifts in the percentages of those interested.

	Very Interested	Somewhat Interested	Perhaps	No Opinion
Human Behavior and the Social Environment	31 (49%)	21 (32%)	2 (3%)	11 (16%)
Social Welfare Policy and Services	25 (39%)	23 (36%)	3 (4%)	14 (21%)
Casework	30 (47%)	17 (26%)	5 (8%)	13 (19%)
Group Work	29 (45%)	17 (26%)	5 (8%)	14 (21%)
Community Organization	28 (43%)	17 (26%)	6 (10%)	14 (21%)
Research	20 (30%)	22 (34%)	6 (10%)	17 (26%)
Administration	20 (30%)	20 (30%)	9 (15%)	16 (25%)

As to specific kinds of materials:

	Very Interested	Somewhat Interested	Perhaps	No Opinion
Recordings of Practice				
Interviews	25 (39%)	26 (40%)	2 (3%)	12 (18%)
Group Sessions	23 (36%)	29 (45%)	2 (3%)	11 (16%)
Board, Council, and similar meetings	18 (27%)	24 (38%)	5 (8%)	18 (27%)
Observation				
of adults or children with specific problems	17 (26%)	19 (29%)	2 (3%)	27 (42%)
of adults or children in specific settings	16 (25%)	18 (27%)	2 (3%)	29 (45%)

While such a survey cannot accurately define the market for television materials in social work education, and makes no attempt to gather data regarding television's potentials in undergraduate, preprofessional, subprofessional, and in-service contexts, the data gathered does provide information useful in determining where to begin, and in assigning priorities in the search for and distribution of extant materials.

PART III

An Overview

Seven authorities from the field of social work met with staff members of the National Center for School and College Television to assess the 80 samples of television material gathered for the conference. The social work authorities were able to review enough of each lesson to permit valid judgements.

The purpose of the assessment screenings was not to establish rank-order among the materials seen. Participants were invited to comment on such questions as:

. . . To what degree does the type of material presented have value for social work education?

. . . In what ways, and in what situations, might such materials be used?

. . . How would you evaluate this presentation in terms of its potential use in social work education?

. . . If this tape or film recording could be put into national distribution, would it find use in social work education?

There was unanimous agreement that there already exists a substantial quantity of televised material which could make a significant contribution to social work education. One participant commented that many of the recordings would be useful, "but you have to teach with them," that the recordings are not self-contained lessons, but valuable "source materials" upon which learning can be based.

Another participant noted that, as compared with most film, the videotapes which the group screened "had a dynamic, live, quality which brings the viewer into the interview room, guidance clinic, hospital, prison, or classroom."

The thesis that materials produced outside schools of social work could be of value in social work education was judged to be sound by the participants. Among the materials which received highly favorable comment are "Facing Death," produced by UCLA and the Medical Television Network; "Contrasting Interviews of a Child by a Psychiatrist," from the University of Michigan Children's Psychiatric Hospital; "Teaching the Slow-Learning and Brain-Injured Child," a lecture-demonstration by Noel C. Kephart, director of Purdue University's Achievement Center; and continuing professional education programs from the Department of Psychiatry, University of Mississippi Medical Center, the Department of Social Work, Medical College of Virginia, and the Nebraska Psychiatric Institute.

One value of tapes from other sources is their potential contribution toward giving students insight into social work practice in particular settings. For example, hospital and school tapes could be used to help students understand the problems of working with other disciplines and to help students not placed in these settings to understand the area and its influence on practice.

A first recommendation of the panel was that a continuing program be established in which an agency would search out tapes of potential value, submit them to the combined judgement of an editorial panel of social work experts, and make recordings judged to be of particular value—and information about them—widely available.

Regarding the growing need for, and use of, teaching materials of all kinds in social work education, Miss Marguerite V. Pohek, consultant on Teaching Methodology and Material to the Council on Social Work Education, testified that the demand for such material is "overwhelming." She confirmed preconference survey indications that a growing number of schools of social work are actively interested in producing and using videotaped materials.

A second recommendation of the conference participants was that counsel should be provided to institutions, particularly those as yet inexperienced in the use of television. Such help should not only include aid in the selection of machinery and the design of technical facilities needed to accomplish desired objectives, but in the production and use of "software": kinds of television recordings already available, kinds of materials that might be best produced by an institution, and the ways in which such television materials can be utilized with greatest effectiveness.

Identified too was a third area of concern: the yet untapped potentials which television might offer if the medium were fully mobilized in the service of social work education.

Several significant omissions—beyond the lack of any central source of information concerning useful recordings and the absence of a "central collection" from which useful materials would be readily available—were identified. No complete telecourse at the graduate professional social work level yet exists. The very nature of graduate professional education may make the preparation of one or more complete telecourses inappropriate, but several participants suggested areas in which the telecourse approach might meet important needs in social work education. One or more telecourses would be useful:

. . . to introduce social work to beginners, particularly those coming from undergraduate institutions which do not offer courses with social welfare content.

. . . to teach, as a part of staff development programs, sub-professional and untrained staff members.

. . . to orient students to field practice before field instruction is begun.

. . . to strengthen undergraduate course offerings in schools which find it hard to match the programs of larger, urban, institutions.

Also noted was the possibility that an on-campus library of recorded materials might, in some measure, provide the means for helping the poorly prepared student "fill the gaps." To minimize the need to structure such courses as "Research Methods", "Human Behavior", and "The Social Environment" at the "least common denominator" level would be to contribute to improved quality in social work education.

In all, three major areas of need were identified.

One. The need for a continuing search for, evaluation of, and distribution of valuable televised materials which already exist.

Two. The need to establish consultative services, available to schools of social work and to other institutions concerned with social welfare. Such services could be employed, not only as means of aiding users and producers of television in social work education, but also as a means of encouraging the production of new and needed materials not now available.

Three. The need to realize the benefits which television materials offer for a concerted attack upon one or more pressing problems in social work education. Such a goal might best be approached through research, development, and the design of one or more demonstration projects in which television and other instructional media would be employed and tested in a variety of social work education contexts. The maximum effectiveness available from the best of existing materials, plus whatever new recordings are required, should in these projects be brought to bear upon identified needs.

With the encouragement provided by the collective thinking of the NCSCT-CSWE Screening and Evaluation Conference, the Council and the National Center have continued their dialog with renewed vigor. Plans are now being developed to implement each of the suggestions for dealing with social work education's increasing need for highly effective televised materials.

The seven participants at the NCSCT-CSWE assessment conference are: Dr. Barbara Costigan, University of California at Los Angeles; Dr. Ursula Gerty, Fordham University; Miss Margaret E. Hoffman, Children's Bureau, Department of Health, Education and Welfare; Miss V. Marguerite Pohek, Council on Social Work Education; Dr. Mary Louise Somers, University of Chicago; Mrs. Martha Waldstein, the National Institute of Mental Health; and Professor Kathryn Weitzel, Western Reserve University.

APPENDIX

I. Instructional Television Survey: 1966

II. Social Work Television Assessment Meeting Held

APPENDIX I

(From the *Social Work Education Reporter*, December, 1966.)

Instructional Television Survey: 1966

by FRANK NORWOOD

FRANK NORWOOD is with the National Center for School and College Television, Bloomington, Indiana.

In May, 1966, the Council on Social Work Education, with the assistance of the National Center for School and College Television, prepared a questionnaire to discover the degree to which schools of social work in the United States and Canada are interested in and have available the facilities to use televised materials for instruction. Responses were received from the deans of sixty-five schools and were tabulated and summarized by the National Center.

Since the potential utility of videotaped materials stands in direct relationship to the number of institutions which have, or expect to have, the hardware necessary to employ them, it is significant that 71 percent of the schools indicated that instructional television is now available on their campuses or will be available within the next two years. The extent to which videotape recording as well as playback is seen as an integral part of instructional television is attested by the fact that 87 percent of those schools now having some form of television facilities also have videotape recording capability.

However, the use of videotape recorded materials in social work education is still relatively limited. Seventeen percent of the replying institutions indicate that they have used materials produced by themselves or by others but 25 percent indicate that they plan to use videotapes during the next academic year. It is perhaps more significant that those replying that they plan to use videotaped materials represent 40 percent of the schools of social work which currently have the equipment necessary to do so.

The availability of the technical resources to use recorded television materials and the increasing interest in the use of television in social work

education are only two prerequisites to the interinstitutional exchange of televised materials. Of equal or greater importance is the climate of opinion in which such interchange is welcome. To assess possible lines of future action is always difficult, especially when such questions must be posed in the abstract, without a specific "product" or "sample" which can be demonstrated. Corporate marketing managers know full well the dangers of predicting success for a new product or idea, even after "test marketing." Nonetheless, the responses of the deans of sixty-five schools of social work encourage the belief that there is interest in the idea of shared instructional television resources.

Half of those responding (33) indicate that they would be willing to make available television materials produced at their schools. Only 9 (a little less than 14 percent) believe they would be unwilling or unable to share materials which they might produce. The remaining respondents found themselves unable to answer the question in the absence of specific details of such exchange. Interestingly enough, none of the institutions which have produced videotapes indicated firm objection to making them available to others.

The obverse to the question of making tapes available is the willingness of institutions to make use of television recordings produced by others. Strong positive response to the idea is indicated by the fact that fifty-five of the sixty-five schools (85 percent) replying indicated that they would be interested in using materials from other schools. The five negative responses all came from schools which do not have television facilities and could not use such materials if they were made available. Five institutions, four of which have no television facilities, failed to answer the question.

In order to establish some guidelines concerning the kinds of materials that would find the widest use in schools of social work, each dean was asked to indicate if his school is "very interested," "somewhat interested," or might "perhaps" be interested in television materials in various curricular areas and of various types. Failure to respond in any category was interpreted as lack of interest in that area.

The curriculum areas suggested and the degrees of interest expressed are shown below:

	Very Interested	Somewhat Interested	Perhaps	No Opinion
Human Behavior and the Social Environment	31 (49%)	21 (32%)	2 (3%)	11 (16%)
Social Welfare Policy and Services	25 (39%)	23 (36%)	3 (4%)	14 (21%)
Casework	30 (47%)	17 (26%)	5 (8%)	13 (19%)
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Research	20 (30%)	22 (34%)	6 (10%)	17 (26%)
Administration	20 (30%)	20 (30%)	9 (15%)	16 (25%)

As to the specific kinds of materials desired, the schools expressed the following preferences:

	Very Interested	Somewhat Interested	Perhaps	No Opinion
Recordings of Practice				
Interviews	25 (39%)	26 (40%)	2 (3%)	12 (18%)
Group Sessions	23 (36%)	29 (45%)	2 (3%)	11 (16%)
Board, Council, and similar meetings	18 (27%)	24 (38%)	5 (8%)	18 (27%)
Observation of adults or children with specific problems	17 (26%)	19 (29%)	2 (3%)	27 (42%)
of adults or children in specific settings	16 (25%)	18 (27%)	2 (3%)	29 (45%)

All of the above figures are based upon an N of 65, which includes those ten institutions that expressed no interest in the exchange of materials. Retabulation of the figures in terms of the fifty-five "willing" institutions would result in positive shifts in the percentages of those interested.

The extent to which schools of social work indicate both the ability and the desire to utilize television materials and the apparent willingness to share such materials seem most encouraging.

To the potential "consumers" of televised materials already revealed by the present survey must be added the yet unexplored uses which may be made of such materials in undergraduate education and agency or other-based staff development and in-service training. Informal discussions with representative faculty or leaders of such programs seem to show that such use may be considerable.

APPENDIX II

(From the *Social Work Education Reporter*, September, 1966.)

Social Work Television Assessment Meeting Held

On June 27 and 28, a two-day meeting on the use of television in social work education was held in Bloomington, Indiana. It was sponsored by the National Center for School and College Television in cooperation with the Council on Social Work Education. The meeting was a result of the continuing dialogue between the Council and the National Center and their mutual

concern with the growing need for television materials of the highest quality in social work education. The National Center is a joint project of the U.S. Office of Education and the Indiana University Foundation.

The meeting brought together seven experts from the field of social work and members of the staff of the National Center and CSWE to assess the adequacy of current television efforts in social work education and to offer professional insights to help chart the course for future developments. Participants in the meeting were: Dr. Barbara Costigan, University of California at Los Angeles; Dr. Ursula Gerty, Fordham University, New York; Miss Margaret E. Hoffman, Children's Bureau, HEW; Miss Marguerite V. Pohek, CSWE Consultant on Teaching Methodology and Materials; Professor Mary Louise Somers, University of Chicago; Mrs. Martha Waldstein, representing the National Institute of Mental Health; and Professor Kathryn Weitzel, Western Reserve University, Cleveland, Ohio. The National Center was represented by Edwin G. Cohen, Executive Director; Frank W. Norwood, Program Associate for Higher Education; and other members of the staff.

The meeting screened examples drawn from more than eighty television recordings gathered for the meeting by CSWE and the National Center staff from schools of social work, community welfare agencies, medical and paramedical centers, teacher training institutions, television stations, and other production centers.

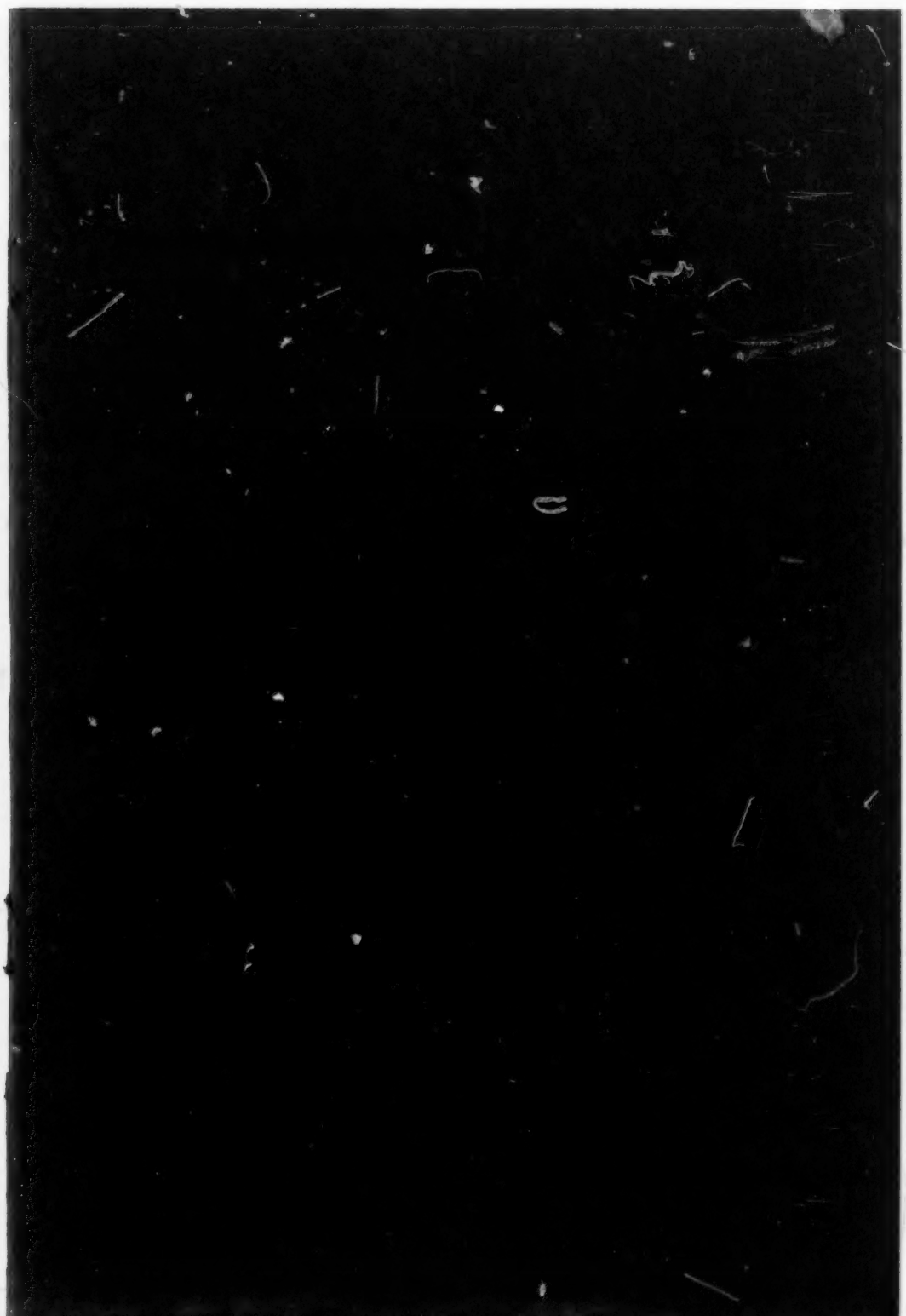
In preparation for the meeting, the Council had also conducted a survey of all the accredited schools of social work in North America to determine the degree of interest that already exists in the use of instructional television in social work education. Analysis of the data collected is almost complete, and a detailed report of the findings will appear in the next issue of the SOCIAL WORK EDUCATION REPORTER. A majority of the schools report that television facilities are already available, or soon will be, on their campuses. There is evidence of increasing interest in the use of television in social work education, and encouragement for the belief that the inter-institutional exchange of materials of outstanding quality would meet with wide approval.

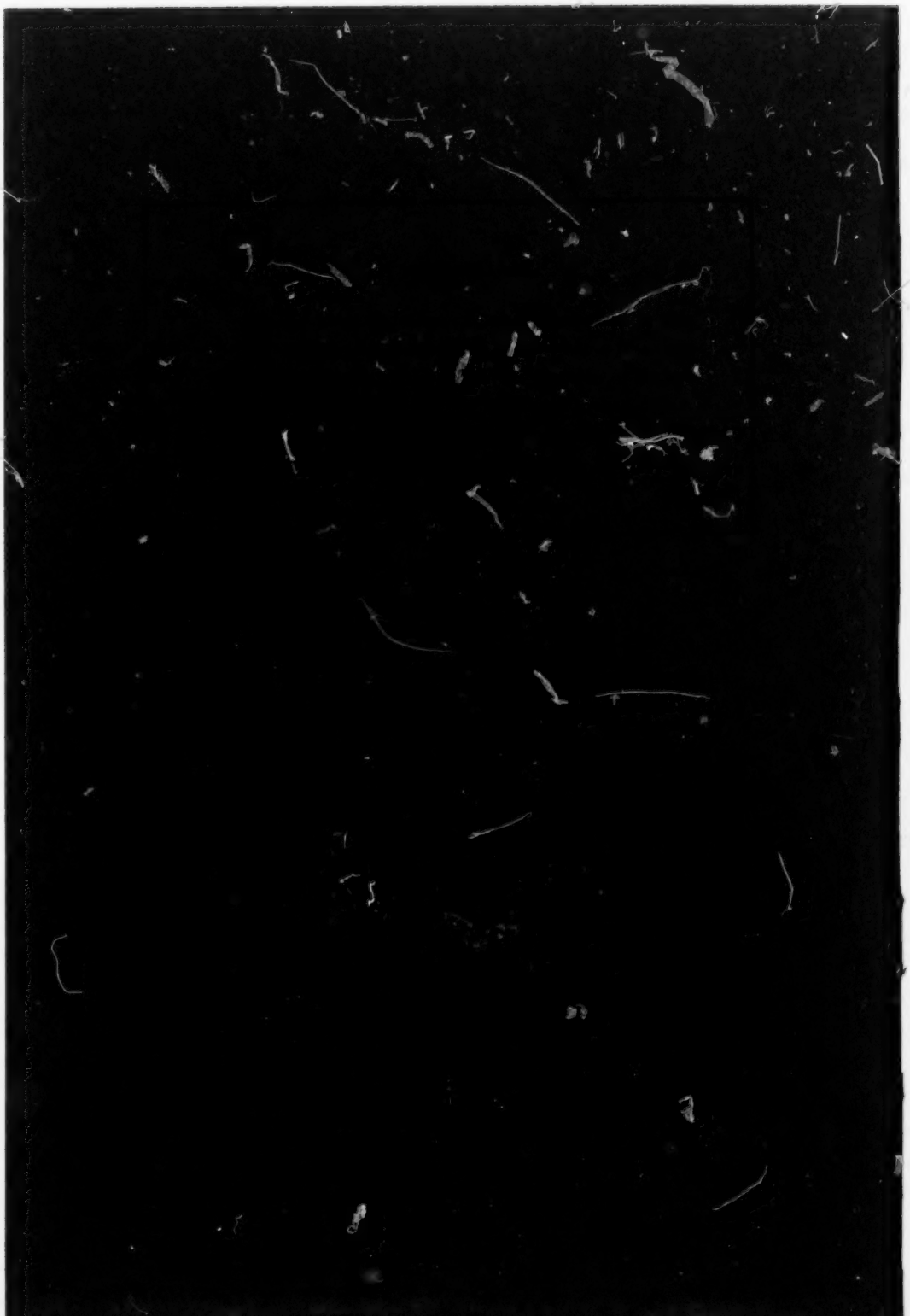
In discussions that followed the day-and-a-half devoted to viewing television recordings, participants from the field of social work were unanimous in their judgment that there is much material extant that could be of value in social work curricula, were it more widely known and more easily available. Further, there was consensus in the identification of needs yet to be met: for wider availability of extant materials; for aid and counsel to social work institutions that plan to use television in the future; and for the application of television materials, on a broad scale, to help in meeting the most pressing problems of social work education. Planning for continued cooperation between the Council and the National Center for School and College Television is now in progress.

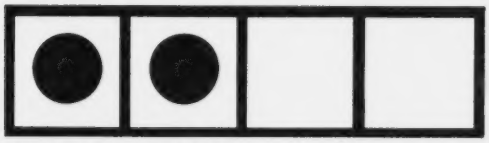
With recorded lessons of the highest quality, the National Center for School and College Television serves preschool, elementary, secondary, college, extension, industrial, and continuing professional education.

THE NATIONAL CENTER FOR SCHOOL AND COLLEGE TELEVISION

Box A, Bloomington, Indiana 47401







Television in higher education

PSYCHOLOGY

A special report from

THE NATIONAL CENTER FOR SCHOOL AND COLLEGE TELEVISION

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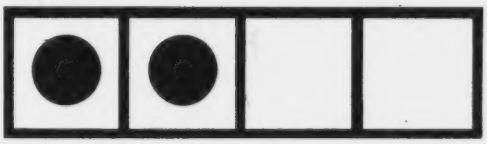

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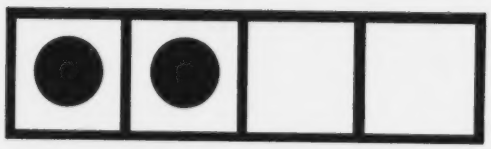


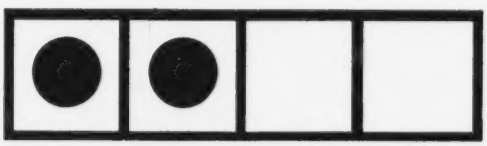
THIS REPORT concerns the National Center for School and College Television's conference on television in psychology instruction. This conference was conducted to assess television materials currently available for instruction in psychology courses and to begin explorations of possible ways to make the most effective materials widely available. The report is divided into four sections:

Part I describes NCSCT's interest in television materials for psychology education.

Part II reports on the kinds of materials assessed and on reactions to the present state of television in psychology instruction.

Part III summarizes discussion concerning the possible roles television could play in psychology instruction.

Part IV lists the materials gathered for the conference. Most of the lessons listed here were viewed at the conference prior to the discussion reported in Parts II and III.



Part I---Background

Shifting societal values and a sharply increasing interest in the social sciences are filling psychology classrooms to the point of overflow. The problem of increased enrollment in college and university psychology courses is being emphasized still further by a drastic shortage of well-trained personnel. Psychology courses are rapidly finding their way into the secondary school curriculum. In almost 2,500 secondary schools, 200,000 students yearly are being introduced to the theories and methods of the science of behavior.

Thus, the National Center for School and College Television, aware of the need to stimulate and facilitate the use of high quality television materials in undergraduate, graduate and professional education, focused on psychology. This report is NCSCT's second in higher education. The Center has already examined the status of television in social work education and has reported on that examination.

For several reasons, there continues to be a growth in the production and use of televised materials in psychology instruction. The first is to meet the demand for quality instruction under the strain of increasing enrollments. The second factor is to assist and supplement the classroom teacher. Television has the unique ability to accomplish what the individual teacher cannot. It can present stimulating interviews with important and interesting men in the field. It can provide demonstrations of laboratory and experimental situations normally unavailable to most classes.

During this period of increased need for televised instruction across the country, almost all of the available television materials have been produced for local use. Less than a half dozen courses are used by more than one institution and filmed supplementary materials frequently are difficult to obtain.

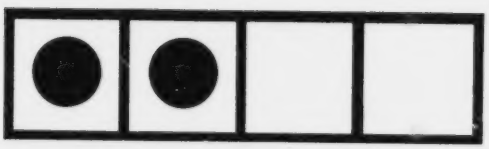
NCSCT recognizes the need for increasing the utility of existing television materials in psychology and is aware that the development of new materials would facilitate improved classroom instruction. In conjunction with the American Psychological Association, the Center

conducted an assessment of recorded television materials currently used in psychology instruction. Members of Division Two, the Division on the Teaching of Psychology, of the APA and others of evidenced interest in the use of instructional television in higher education participated in the conference.

The specialists at the NCSCT conference from the APA were John K. Bare of Carleton College; Richard I. Evans of the University of Houston; Fred S. Keller of Arizona State University; Clarence J. Leuba of Wright State University; Cecil A. Rogers, Jr., of the University of Arizona; the late Fillmore H. Sanford of the University of Texas; Ralph H. Turner of Oberlin College; Stanley B. Williams of the College of William and Mary; and Paul J. Woods of Hollins College.

Other specialists who participated in the conference were Richard N. Berry of Indiana University; Hugh Greene of the Texas Educational Microwave Project, University of Texas; Joseph Rubinstein of Purdue University; Warren F. Seibert of the Instructional Media Research Unit, Purdue University; Irving Saltzman of Indiana University; George Ziener of the Center for Educational Technology, Catholic University of America.

The first results of this assessment conference are reported in this special supplement. While conferees exhibited mixed reactions to the materials viewed, there was consensus that well designed television materials could have significant impact on psychology education. Ideas generated in the conference discussions are expected to provide the basis for future planning to demonstrate television's utility as a major classroom resource to initiate instruction, as a complementary resource to reinforce the classroom teacher's presentation and as enrichment to extend the range of content and to broaden classroom experience.



Part II---Television in Psychology

During the two-day conference the specialists viewed samples of most of the television programs listed in Part IV. They also viewed a number of instructional films for the purpose of getting comparative impressions.

At a general level, it was apparent that all of the productions, whether video tape or film, were aimed at college and university audiences, and that a vast majority of the television productions were designed to serve as fairly complete courses in Introductory Psychology. Few of the programs were designed to supplement the functioning of an on-the-scene instructor and a very few would permit adaptation for this purpose. It was obvious that the viewed presentations varied a great deal in intellectual and educational quality.

There was fairly general agreement among the specialists that when the programs, in whole or in part, were at their best they tended to be characterized by one or more of the following attributes:

1. They presented, through appropriate visual procedures, actual research in progress. These presentations succeeded in bringing out-of-classroom materials into the classroom for viewing and analysis. The instructor presented demonstrations of phenomena, concepts, ideas and relationships that lend themselves especially to visual presentation.
2. They involved interactions between people, either between the instructor and assistants or instructor and students or between interviewer and interviewee. In doing so, they presented the instructor as a dignified, articulate, literate, informed and *interesting* person.
3. When they involved interviews, the subjective quality of the production was increased in proportion to the significance of the person interviewed. An interview with Erich Fromm will always be more interesting than an interview with an equally articulate but unknown person. However, an interview with a lively unknown may be much more interesting than one with an inert celebrity.

4. They provided provocative material for subsequent classroom discussion. These examples left a dignified and useful function for the classroom instructor.

In the telecourses viewed, shortcomings and deficiencies noted by the panel fell into a number of fairly distinct categories.

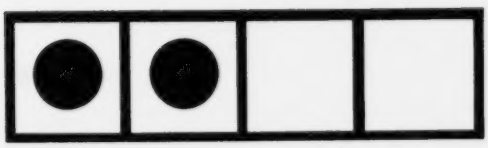
1. Most of the television programs could have been improved appreciably through the services of an attentive, well-informed and friendly editor. Many of the presentations would have been less irritating or less embarrassing to the psychologically trained assessment group if they contained fewer mispronunciations, fewer misspellings, fewer errors of fact, fewer instances of poor taste in choice of illustrative material or casual comments, fewer unexplained abbreviations on blackboards and in visual materials, fewer inappropriate jokes, fewer instances of illustrations that do not illustrate, fewer materials of a distracting kind and fewer instances in which the points made seem to be given more time and effort than they deserve.

2. Perhaps because of budgetary limitations, the production of a number of the televised samples was felt to be inadequate. There was poor camera work, frequently involving an almost hypnotic monotony of stance and presentation. There were illustrations that could not be read because the print was either unclear or too small. Visual illustrations were poorly mounted, poorly shown. Occasionally there were such distractions as reflections from the teacher's glasses. Most of the production work had the unmistakable and sometimes unfortunate mark of the amateur.

3. The conferees felt that certain aspects of the role and performance of some of the teachers were inadequate. Generally speaking, the instructor seemed to do a better job if he had some air of spontaneity and naturalness about him. Some of the teachers seemed to be so highly prepared that the performance appeared to be stilted and routine. Some instructors seemed to

be frozen to their notes and were unable to proceed fluently through their material. It seemed to the panel that some of the instructors carried off their role with more dignity and ease than did others.

4. There were several general difficulties in the televised productions. There was broad agreement that what came to be known as "the great talking face" was overdone in many of the samples viewed. There was the widespread feeling that, for college and university use, the recording of classroom lectures has little to recommend it. There was general agreement also that attention is very likely to sag in the face of televised presentations uninterrupted for 45 to 50 minutes. For these and other reasons, producers of psychology courses need to break the grip of the 50-minute class concept. All in all, there seemed to be a general and negative reaction to televised instruction designed to replace rather than to supplement regular classroom procedures.



Part III--Television's Potential in Psychology

The conferees devoted a large amount of conference time to the discussion of the possibilities and limitations of instructional television. They pointed out many ways in which the medium might be used to great educational and intellectual advantage in psychology instruction.

In high schools, junior colleges and, perhaps, some four-year colleges that are small and inadequately staffed and equipped, it seems likely that entire courses of the lecture-and-demonstration variety could be presented on television. If the students at any of these levels can be exposed to good solid teaching, to good models of the professional psychologist and to good demonstrations of the appropriate aspects of psychology, instructional television will provide an appreciably greater service than a course taught by a poorly or inadequately prepared instructor. The conferees were convinced, however, that many good things in undergraduate education occur in settings outside the classroom. While a very good series of lectures could be recorded on television tape, this does not guarantee that the course in which the student enrolls will be a stimulating and profitable one. There still need to be local library resources and a receptive local atmosphere.

The members of the panel seemed to be unanimously convinced that the best use for instructional television would be in those situations where, as a unique medium, it could supplement the work and plans of local instructors. There is not likely to be any advantage of an adequately presented recorded series of lecture-and-demonstration sessions over an adequately presented live series of the same sessions. What might be gained in efficiency is likely to be lost in the absence of any personal touch.

The panel members felt strongly that the producers of televised psychology instruction should think in terms of between 15 and 30-minute productions, rather than 45 or 50-minute sessions.

The panel members also tended to agree that the medium can be used to present direct and primary experience better than it can be used to present conceptualization. If there is to be a division

of labor between instructional television and local instruction, let it be that television emphasizes direct personal experience while the conceptualization is left to the instructor. The ideal series of demonstrations on television might well inform the instructor of some helpful hints to prepare for the presentation and what he might say after it to make the televised material most meaningful for students.

The specialists did not have time to consider either recent or possible innovations in education nor the place of instructional television in them. There was some discussion of the possibility that recorded presentation in psychology or other subjects could be used upon the student's demand to supplement formal instructional arrangements. The televised presentations, if they were exceptionally good, might be used as a reward for those students who had met entrance requirements as their admission fee to see the televised presentations.

There was some discussion of ways in which an institution could use its own closed-circuit facilities to train teachers. One direct method would be to give a teacher feedback on his own performance. Another possibility is to let future teachers expose themselves to a variety of teaching styles and techniques as these are presented to them by television. Television could also be utilized to provide demonstrations of demonstrations which teachers might use in their own classrooms.

Open-circuit educational television may serve its most useful function in letting thousands of people enter the college classroom as part of their daily routine.

In general terms, the panel felt that instructional television should be used to do things that the local instructor cannot do and should be used according to its own unique attributes. If televised instruction sets out to facilitate the work of a face-to-face instructor rather than to replace him—and the panel members tended to agree that this should be its mission in institutions where adequate instruction is available—then one does not think in terms of developing a well-organized, unitary and noncontroversial course (such a course may be

utterly impossibly anyway) but in terms of presenting a series of discretely organized presentations that can be used or not by the local instructor. And if employed, these presentations may be used at the time and in the manner which the local instructor chooses.

There are obviously a number of demonstrations readily amenable to visual presentation that might be recorded and made widely and easily available to instructors. One of the difficulties of presenting an entire course on television is that the instructor and the producer are likely to spend more time on those concepts and relationships that are readily amenable to visual treatment and less time on those matters of a necessarily more conceptual nature. It still remains, however, that visual demonstrations can be of great value in presenting the primary experience and raw data in psychology.

It seemed obvious to the conferees that any group of experienced instructors could sit down and in a day of work construct an imposing and coherent list of demonstrations that might be staged and recorded on television tape. If there were a project to make available a series of such demonstrations, priority should be given to those requiring the kinds of equipment and the kinds of organization that local instructors do not have or are not likely to be able to arrange.

In many areas of psychology the actual presentation of human interactions can be of great illustrative value. Small group phenomena, for example, are easily arranged and staged. In many other areas, such as personality, clinical and social psychology, the actual dramatization of life-like situations can add an element of clarity and meaning to the introductory as well as advanced courses. Amateur performances in this area, however, are often likely to be worse than none at all. Students have seen so much reasonably good drama that they are likely to be repelled by amateurish efforts.

The panel also noted possibilities in which the local television camera could record the unique incidents occuring in the community or on the campus or at professional or scientific meetings to be used in class over the years. The actual scenes of a riot on campus or of

an interview with a visiting luminary in psychology or a particularly exciting seminar or dialogue at APA annual meetings could be recorded and brought profitably into introductory and other courses. Other far-removed events could be brought to the local scene. There could be recorded, for example, a series of visits to outstanding men in their own laboratories around the country.

The panel spent a fair amount of time searching for ways in which instructional television could be used to set the stage for significant interaction between faculty and students. The panel liked very much the two or three instances it saw of this kind of procedure. There could be a well-staged series of provocative introductions to discussions wherein there are proponents of two sides of an issue or where there is a minority member who very articulately takes an unpopular side of an issue and defends it valiantly and well.

There is probably no virtue in recording dull and desultory classroom discussion. There has to be something in the presentation with which the student can empathize and this something should be exciting and lively or else the provocation will not occur.

Several members of the panel would like to see instructional television concern itself with the recording—and if necessary the proper staging—of significant symposia or of dialogues such as those produced by Richard Evans. The hesitancy here, however, is that there has to be great skill (and perhaps some happy accidents too) involved in the production of truly lively symposia or a skillfully done dialogue in which ideas and individual personalities can show through in an interesting way.

It is obvious that instructional television has not been employed to its fullest advantage in teaching psychology. It is hoped that further exploration will yield many improvements in the use of the medium for this purpose. The conference's discussion and tentative agreement can furnish a useful map to initiate that exploration. Continuous evaluation of new developments is necessary for the complete realization of instructional television's potential in this field.

Part IV---Current Television Materials in Psychology

A—TELECOURSES IN GENERAL PSYCHOLOGY

TITLE OF TELECOURSE	PRODUCER	INSTRUCTOR	NO. OF LESSONS	LESSON LENGTH	FREQ. OF BRDCST.
Behavioral Science	U. of Southern Fla.	Team	13/10	30′	1/wk.[1]
Elements of Psychology	KETA/KOED, Norman,Okla.	A. E. Kahlke	29	30′	3/wk.
General Psychology	Univ. of Missouri	Fred McKinney	38	45′	3/wk.[2]
General Psychology	St. Petersburg Jr. Col.	Henry Sageser	23	30′	2/wk.
General Psychology	Univ. of Tenn.	Howard Pollio	30/20	50′	3/wk.[3]
General Psychology	Portland State College	Team	17/17/12	45′	2/wk.[4]
General Psychology	Colorado State Univ.	Frank Vattano	36	45′	3/wk.
General Psychology	S.U.N.Y. Brockport	George Pinckney	18	50′	1/wk.
General Psychology	U.S.A.F. Academy	Team	32	50′	3/wk.
General Psychology	Univ. of Georgia	William Moss	27	30′	2/wk.
General Psychology	Univ. of Minnesota	Team	25/25	50′	3/wk.[5]
General Psychology	San Diego State College	Lark Daniel	45	30′	3/wk.
General Psychology	Univ. of Illinois	Don Dulany	45	50′	3/wk.
General Psychology	Indiana State Univ.	Tom Yenable	42	50′	3/wk.
Introduction to Psychology	Univ. of Texas	Fillmore Sanford	28	45′	2/wk.
Introduction to Psychology	Univ. of Omaha	James Johnston	25	50′	2/wk.
Introduction to Psychology	Univ. of Wisconsin	Team	41	40′	3/wk.
Introduction to Psychology	Gordon College	Arthur Forrester	42	40′	3/wk.
Introductory Psychology	Central Conn. State Col.	John Taylor	30	50′	2/wk.
Introductory Psychology	Brigham Young Univ.	Kay Smith	40	30′	3/wk.
Principles of Behavior	Comm. on Extension Courses—Harvard—WGBH Boston	Bernard Harleston	15	30′	1/wk.[6]
Psychology One	NET	Edwin Boring	39	30′	3/wk.
Science of Behavior	Univ. of Conn.	Charles Feldstone	10	40′	1/wk.

[1] 2 Semester sequential
[2] GPITL distributes
[3] 2 quarter sequential
[4] 3 quarter sequential
[5] 2 quarter sequential
[6] NCSCT distributes

B—SUPPLEMENTARY MATERIAL

TITLE OF TELECOURSE	PRODUCER	INSTRUCTOR	NO. OF LESSONS	LESSON LENGTH	FREQ. OF BRDCST.
Eradication of Fear	Northwestern Illinois State College	Ruth Ellis	1	15′	
Experimental Psychology	S.U.N.Y. Brockport	George Pinckney		5′-50′	
Filmed Dialogues	NSF	Richard Evans	8	30′-50′[1]	
Focus on Behavior	NET	Various	10	30′ [2]	
Introduction to Psychology	Purdue Univ.	Joseph Rubinstein	20	25′	
Recent Developments in Psychology	Univ. of Washington	Robert Guild	10	30′	
Simulation-Stress	Disaster Research Center Ohio State Univ.	Eugene Haas	1	60′	

[1] Association Films distributes
[2] NET distributes

C—SPECIAL INTRODUCTORY COURSES

TITLE OF TELECOURSE	PRODUCER	INSTRUCTOR	NO. OF LESSONS	LESSON LENGTH	FREQ. OF BRDCST.
Child Psychology	Chicago City College	Morris Haimowitz	30	45′	2/wk.[3]
Educational Psychology	Chicago City College	Bryant Feather	30	45′	2/wk.[3]
Human Development and Behavior	Univ. of Nebraska	William Hall	30	50′	2/wk.
Human Growth and Development	S.U.N.Y. Brockport	Team	18	50′	1/wk.
Introduction to Developmental Psychology	Penn. State Univ.	F. L. Whaley	27	75′	3/wk.
Psychology of Human Relations	Milwaukee Vocational Tech., and Adult Schl.	Edward Gundorson	30	30′	2/wk.

[3] GPITL distributes

D—ADVANCED COURSES

TITLE OF TELECOURSE	PRODUCER	INSTRUCTOR	NO. OF LESSONS	LESSON LENGTH	FREQ. OF BRDCST.
Comparative Psychology	S.U.N.Y. Brockport	George Pinckney	18	50′	1/wk.
Psychology of Learning	Central Conn. State Col.	Ulysses Whiteis	15	50′	1/wk.